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Delightful Reading

Level
3

From Words to Books



SAMPLE

Teacher Book
By Lanaya Gore

Guide your child from reading beginning words to reading entire sentences and books with confidence!

The *From Words to Books* kit makes reading lessons a delight with a multi-sensory mix of phonics, sight words, beautiful reading selections, hands-on activities, and creative fun with words.

This Teacher book

- *Makes learning to read easy and inviting.*
- *Gives step-by-step instructions, so you can focus on your child's progress.*
- *Reminds you to keep lessons short to encourage a habit of paying attention.*
- *Features the 100 Most Commonly Used Words, plus hundreds more.*
- *Provides tips, word definitions, and helpful notes so you can teach with confidence.*

Teach your child to read the delightful way!

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Delightful Reading, Level 3

From Words to Books

Teacher Guide

by Lanaya Gore

Delightful Reading, Level 3: From Words to Books, Teacher Guide
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Introduction

I began exploring Charlotte Mason education when my oldest child was in Kindergarten. Having limited knowledge about all the homeschool curricula and options available, I felt Charlotte's writings were a breath of fresh air from the textbook curriculum I had previously chosen. I've been using her methods since then for our homeschooling journey and have been more than satisfied and joyful with the process.

Before I found Charlotte Mason, I used a little of this and a little of that for my daughter's education. She learned enough via this route, but I'm not sure how. I still can't quite figure out how she learned to read. I decided I wanted to do something a little better-planned for my next child. After reading through *Home Education* by Charlotte Mason, I liked the sound of her reading lesson ideas. But no prepared lesson plans could I find that would be easy to implement. The plans in *Delightful Reading* are a result of my need for a Charlotte Mason reading curriculum.

You will find on page 83 the writings of Charlotte herself on the subject of reading lessons. Her comments are straight from *Home Education*, Volume 1 of The Original Home Schooling Series.

May you and your child enjoy this step in Charlotte Mason's delightful road to reading.

Delightful Reading

Level 1: Playing with Letters and Sounds

Level 2: Words I Can Build

Level 3: From Words to Books

How to Use From Words to Books

From Words to Books is designed to move your child from reading beginning words to reading entire sentences and books with confidence.

- If your child has not yet learned basic phonics and word-building, complete *Delightful Reading, Level 2: Words I Can Build* first, which gives activity ideas to help your child learn those skills.
- The lessons in this book help you keep variety in your child's reading lessons. Some focus on reading words and sentences; others reinforce spelling, word-building, and basic phonics.
- Keep lessons short: 10–15 minutes. If a lesson takes longer, do only half a lesson that day. Or do a 15–minute lesson, take a break to do something else, and come back to do another 15 minutes. Much can be accomplished in short lessons with full attention.
- Remember, the goal is not to go as fast as you can; the goal is to lay a sure foundation that will help your child enjoy reading for his entire life. Progress at your child's pace.
- When you have completed all of the lessons for “Rain” and your child can read the whole poem, feel free to add more variety by introducing a beginning reader into your schedule. We recommend the Pathway Readers, starting with *First Steps* and progressing through *Days Go By* and *More Days Go By* as your child is ready. You can alternate doing a *Delightful Reading* lesson on one day and having your child practice reading aloud the next day, then a reading lesson day, then a practice reading aloud day, etc.

Materials Needed

- *My Word Book* (in kit)
- Letter tiles and blend tiles (in kit, to be cut apart)
- Word cards (in kit)
- *A Delightful Reader* (in kit)
- Pencil or scissors and glue
- Dry erase board with markers or chalkboard with chalk

Rain

by Robert Louis Stevenson

Lesson 1

“The rain is falling all around”

1. Learn new words.

Gather the word cards labeled R1 for the first line of “Rain” by Robert Louis Stevenson. You will have the words *the, rain, is, falling, all, around*.

Write the word *rain* on the dry erase board. Tell your child what it says. Discuss the word and what it means. Have him repeat it as he looks closely at it. Erase the word and let him find the word *rain* in his pile of word cards. Hide that word in the pile and let him spell the word with his letter tiles. If he can't remember, just write the word on the board again. Leave the word on the board. Let him find the word on page 3 in *A Delightful Reader*.

Write the word *around* on the board. Tell him what it is; discuss. Have him say the word as he studies it closely. Now erase the word and let him find it in his pile of word cards. Hide the word and let him make it with his letters. If he can't remember, write it on the board for him under the word *rain*. Let him find the word on his poem page.

Write the word *the* on the board. Continue the pattern: Read aloud; discuss; erase; have him find the word in his word pile; let him make it with letters; write it on the board under *rain* and *around*; let him find the word on his poem page.

Write the word *all* on the board. Continue the pattern: Read aloud; discuss; erase; have him find the word in his word pile; let him make it with letters; write it on the board under *rain* and *around* and *the*; let him find the word on his poem page.

Write the word *is* on the board. Continue the pattern: Read aloud; discuss; erase; have him find the word in his word pile; let him make it with letters; write it on the board under *rain* and *around* and *the* and *all*; let him find the word on his poem page.

Write the word *falling* on the board. Continue the pattern: Read aloud; discuss; erase; have him find the word in his word pile; let him make it with letters; write it on the board under *rain, around, the, all, and is*; let him find the word on his poem page.

Have him read each word on the board—up, down, and mixed up.

Notes

Before you begin, grab the card deck that has no picture on the backs of the cards. Pull out the cards that contain letters and blends. Cut them apart on the dotted lines and you'll be ready to go! (Set the blank cards aside; you can use them for any additional words you might want to feature throughout the lessons. Empty egg cartons are handy for sorting and storing the letter tiles and blend tiles.)

Read the poem to your child sometime before the lesson, say, in the morning at breakfast or earlier in the week. You just want to let him hear it read well so that he's interested.

Most books that your child will read during his life will have a typed font. *A Delightful Reader* is designed to help him make that transition. You might use this opportunity to point out how the *a* looks different in type than in regular handwriting.

If desired, point out how *g* looks different in type also.



“Even for their earliest reading lessons, it is unnecessary to put twaddle into the hands of children.”—Charlotte Mason

Notes

Remember to keep lessons to 10-15 minutes. If a lesson takes longer, do only half a lesson that day. Or do a 15 minute lesson, take a break to do something else and come back to do another 15 minutes.

Instead of having him write every new word learned, you can have him paste the words in his notebook (See pages 109–131 for a list of all words learned which can be photocopied and cut apart for this purpose.), or have him write one word and you finish the rest.

You can also cover the first letter on the word card with a new letter or blend to form new words.

2. Create new sentences.

Make new sentences with the words. (He can use his word cards to do this.)

All the rain is falling.
All around the rain is falling.
The rain is all around.

If he comes up with sentences using words he doesn't know yet, he can make those using blank cards for the words he doesn't know.

3. Read the book.

Once he knows the words and can read them without prompting, let him read the first line of the poem "Rain" on page 3 in his *Delightful Reader* book: "The rain is falling all around."

4. Record the new words.

Include the new words in *My Word Book*.

Lesson 2 Word-Building

1. Review.

Review the words your child learned yesterday by writing them on the board or using word cards R1. Have him read them: *rain, falling, the, is around, all*. Erase or set the word cards aside. Once you add new words to the board from this lesson, leave them up, so that they can be easily copied into *My Word Book* later.

2. Make words from "rain."

Have him make the word *rain* with letter tiles, from memory if he can. Ask him, "What sound does *rain* make if you take the *r* away from the word?" Say *rain* slowly. Let the child come up with *ain*.

"How would you make *Cain*?" Add a *C* to his letter tiles *ain*. Write the word on the board under *rain*.

"How would you make *fain*?" Explain this word if he doesn't know what it means. Have him add the *f* to *ain* to make *fain*. Write the word on the board.

"How would you make *gain*?" Add *g* to *ain* with letter tiles. Write the word on the board.

“How would you make *again*?” Add *a* to *gain*. Write the word on the board.

“How would you make *lain*?” Explain this word if he doesn’t know what it means. Add *l* to *ain*. Write the word on the board.

“How would you make *main*?” Add *m* to *ain*. Write the word on the board.

“How would you make *pain*?” Add *p* to *ain*. Write the word on the board.

“How would you make *vain*?” Add *v* to *ain*. Write the word on the board.

Continue with this pattern using blends if you wish: *slain, Spain, stain, plain, brain, chain, drain, sprain, strain, grain, train, twain*.

Wain is also a word, meaning “The Big Dipper” or “A large open farm wagon.” You can use this word if you wish, but you may want to skip it since it’s not a familiar word. If your child comes up with a word that is spelled differently (for instance, “wane”), tell him that word is spelled with different letters that he’ll learn later, and move on to another word.

Have him read all the words on the board—up and down and mixed up.

3. Make words from “falling.”

Begin with the word *falling*. Have your child make the word with his letter tiles if he can remember how to spell it. If not, write it on the board for him to copy with his letters.

“What sound does *falling* make if you take away the *f* sound?” Say *falling* slowly and see if he can come up with *alling* by himself.

“What letter can we add to make *calling*?” Have him add the letter *c* to *alling*. Write the word on the board.

“How would you make *galling*?” Have him add *g* to *alling*, and write the word on the board.

“How would you make *palling*” (as in “palling around with your pal”)? This word sounds different from *calling*, but is spelled the same. Let this be an interesting observation for your child. Add *p* to *alling* and write the word on the board.

The blend *st* can be added to make *stalling*.

Have him read all the new words on the board—up and down and mixed up.

4. Make words from “is.”

Is may have been covered in pre-reading lessons, but you may review by adding letters to make *his, sis, tis, this*.

5. Make words from “all.”

Begin with the word *all*. Have your child make the word with his letter tiles. If he can’t remember how to spell the word, write it on the board.

Notes

Fain means willing (example: *He fain would accept.*) or constrained (example: *They were fain to go.*).

Some of these -ain words were introduced in *Delightful Reading, Level 2: Words I Can Build*.

Lain is a form of the word *lie*, as in “lie down” (example: *I have lain in bed all day with fever.*).

Twain can refer to the author, *Mark Twain*, or it can also mean “two.”

You may use the blends tiles for this exercise.

Galling means “causing extreme irritation or chagrin; vexing.”

A Children’s Dictionary may also be helpful for defining some unfamiliar words.

Remember to keep lessons to 10-15 minutes. If a lesson takes longer, do only half a lesson that day. Or do a 15 minute lesson, take a break to do something else and come back to do another 15 minutes.

Notes

Many of these -all words were introduced in *Delightful Reading, Level 2: Words I Can Build*.

A pall is a coffin or cover for a coffin.

A thrall is a servant.

Remember, you don't have to teach your child all of the words listed. Select the ones that hold meaning or interest for him.

Wound can be pronounced two different ways, depending on the meaning—the past tense of wind (as in “I wound up the clock”) or an injury. Either way, it is spelled the same. Help your child notice this.

*You will find more sentences that your child can read on page 4 in *A Delightful Reader* (also listed on page 97 in this book).*

This word he will just add letters to in order to make new words.

“How would you make the word *ball*?” Have him add *b*, and write the word on the board.

“How would you make *call*?” Add *c*, and write the word on the board.

Do the same for *fall*, *gall*, *hall*, *mall*, *pall*, *tall*, and *wall*.

You may also do some blends if you wish: *squall*, *thrall*, *small*, *stall*, *shall*.

Have him read the new words—up and down and mixed up.

6. Make words from “the.”

Begin with the word *the*. Have your child make the word with his letter tiles if he can remember. If not, write it on the board for him to copy with his letters.

“What are you left with if you take away the *th* sound?” Have him find that *e* is left.

“What letter can we add to make *be*?” Have him add the letter *b* to *e*. Write the word on the board.

“How would you make *he*?” Add *h* to *e* and write the word on the board.

“How would you make *me*?” Add *m* and write the word on the board.

“How would you make *we*?” Add *w* and write the word on the board.

“How would you make *ye*?” Add *y* and write the word on the board.

The blend *sh* can be added to make *she*.

Have him read all the new words on the board—up and down and mixed up.

7. Make words from “around.”

The last word-building activity is with *around*. Have your child spell the word with the letter tiles. Write it on the board if he can't remember. First ask, “What sound does *around* make if you take away *a*?” (*round*) “What letter would you add to make the word *ground*?” Have him add the *g*, and write the word on the board.

Now ask, “What sound is left if we take the *r* sound away from *round*?” (*ound*) “How can we make *bound*? *found*? *hound*? *mound*? *pound*? *sound*? *wound*?” Have him make the words, and then write them on the board. Have him read the new words—up and down and mixed up.

8. Create new sentences.

Now that you have a lot of words to work with, have your child make several new sentences with the words he knows. (He can use word cards R1 and blank cards for words he doesn't have.) You can also create sentences for him to build with his word cards and letter tiles. Make sure the sentences make sense. Examples:

The rain found the ground.

All the hounds found the ball.
The sound is galling.
The main wall is falling.
The hound is palling around.

Have him read each sentence after he makes it.

9. *Record the new words.*

Have your child add the new words from the board to *My Word Book*.

Lesson 3 *“It falls on field and tree”*

Today your child will read the second line of the poem “Rain” by Robert Louis Stevenson.

1. *Review.*

First review the list of words your child has learned previously. You can read through *My Word Book*, or if the previous day’s words are still on the board, he can read them off of it.

2. *Learn the new words.*

Gather word cards labeled R3: *it, falls, on, field, and, tree.*

Write the word *tree* on the board. Say it. Have your child say it as he looks closely at the word. He has a picture of a tree in his mind and may even see one outside his window. Erase the word. Have him find the word in his stack of word cards and read it to you. Hide the word again and have him make the word with his letter tiles. Write it on the board if he cannot remember. Have him find *tree* on page 3 in *A Delightful Reader*.

Now write *falls* on the board. He has learned *falling* and *all* (and thus *fall*), so he should be able to read this word on his own. If not, read it for him. Have him study it closely while saying *falls* and then erase it. Have him find the word in the stack of word cards and read it out loud. Hide the word and have him make it with his letter tiles. Have him find the word on the poem page.

Write *field* on the board. An interesting word. If he is not familiar with it, talk about fields you’ve seen. Have him read the word as he looks closely at it. Now erase it. Have him find it in the stack of word cards. Hide it, and have him make the word with letter tiles. Have him read it on his poem page.

Notes

Remember, your child does not have to write all the words in his My Word Book. If he knows how to write, he might write one word, then you write the rest. Or you can simply copy the words from the list in the back of this book and glue them into My Word Book.

If your child is uncertain how to spell a word with his letter tiles, write the word on the board for him to use as a model. Don’t make him guess. You want him to see the word spelled correctly as much as possible.

Do all you can to keep the atmosphere of these reading lessons light and encouraging. Learning to read can be hard work, so don’t get discouraged if you need to take a break for your child to process and mature as you progress through these lessons. Persevere, but at your child’s pace, and you will have the delight of seeing him become excited as he discovers the fascinating world of reading for himself.

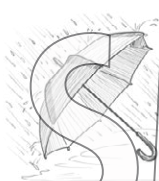
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A Delightful Reader



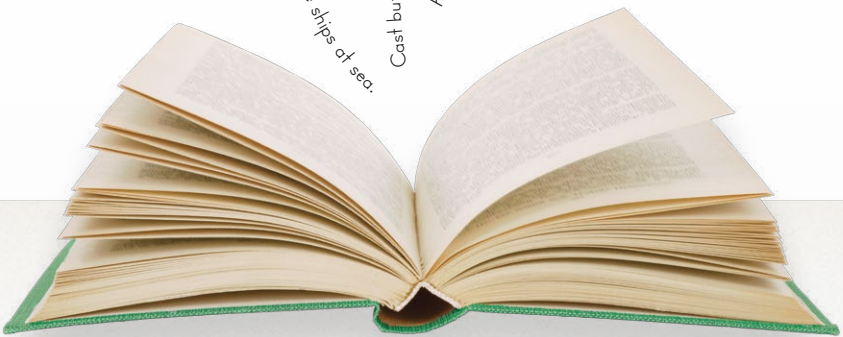
The rain is falling all around, It falls on field and tree, It rains on the umbrella here, And on the ships at sea.

SAMPLE



Cast but a glance at riches, and they are gone, for they will surely sprout wings and fly off to the sky like an eagle.

A fox, seeing them, said: "If this lion were alive, you would soon find out that his c



by Lanaya Gore

Learning to read can be delightful!

Learn how to read with these beautiful and rich selections

- *Rain* by Robert Louis Stevenson
- *The Dogs and the Fox*, an Aesop fable
- Proverbs 23:4 and 5 (NIV)
- *Letter to My Friends*, from a Delighted Author
- Plus pages of extra sentences using the words you have learned

To be used with *Delightful Reading, Level 3: From Words to Books*.

A Delightful Reader

by Lanaya Gore

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Rain

by Robert Louis Stevenson

The rain is falling all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

More Sentences You Can Read

after “The rain is falling all around”

Is Cain slain?

The stain is small.

We all shall gain ground.

He found his ball.

This wound is galling.

Sis, is the rain falling?

She sounds vain.

The hound is tall.

The stall wall is plain.

Spain is calling me!